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Bridgewater State Normal School

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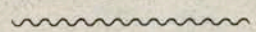
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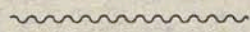
NORMAL OFFERING.

A SCHOOL MONTHLY



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Edited and Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

THE NORMAL OFFERING.

THE BRIDGE TEACHERS' AGENCY.

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to all who intend to teach in the schools of Massachusetts. Entrance examinations, Wednesday, February 10, 1892. Spring term begins Thursday, morning, February 11, 1892.

For circular apply to

ALBERT G. BOYDEN, Principal.

Normal Offering.

Vol. XI.

State Normal School, Bridgewater, Mass., May, 1892.

No. 4.

The Normal Offering.

Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School.

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Manager.

The OFFERING is strictly a school paper, and all members of the school
are requested to contribute.

Ex-members and graduates of the school are requested to keep us in-
formed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "THE NORMAL OFFERING" Normal Hall,
Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not
deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

THE old building has been entirely removed
and the ground has been graded during the
past month. The improvement thus made is very
noticeable, and the grassy lawn which we hope to
see soon, will add much to the beauty of the sur-
roundings.

NATURE is fast putting on her Summer cloth-
ing. The Park looks beautifully, and nearly
all take themselves there after school to enjoy a
game of ball or tennis. We appreciate the beauty
and hope to share the new life that is bursting
forth in Spring.

WE are pleased with the fine appearance of
the new catalogue, which is adorned with
several photographs of recitation rooms and labo-
ratories of the new building. The photographs
are very good, and convey a good idea of the ap-
pearance of the inside of the building.

IT has been urged before in these columns that
the ladies take part in debate in Lyceum. Be-
cause it has been the custom for them not to
speak in general debate in the past, is no reason
why they should not in the future. The time has
come when women are no more barred out from
exercising those powers which are common to
man. The ladies' debates have proved to be most
interesting and valuable, and show that they can
handle a question as ably as the young men. They
await neither opportunity nor listeners, and we
hope that they will embrace the chance to culti-
vate a power as necessary to them as teachers as
to men.

DURING our experience here, we cannot have
failed to notice the different effects produced
by different persons when working with a class.
Of these effects, that of an animated presence has
not probably been the least noticeable. Invari-
ably, the mental activity of the class is proportional
to the life displayed by the teacher. In presenta-
tions a clear and loud tone of voice, with good
and unbroken expression, always commands at-
tention, while if one does not speak loudly it be-
comes tedious to listen and our minds turn to
other thoughts.

An animated presence before a class is some-
thing to be acquired by practice and the expendi-
ture of great effort; but in all cases it means a
thorough preparation and that deep interest in
the subject and in the pupils which makes the
teacher desire to impart to them the same feeling
which he himself possesses. That teacher who
can lead a pupil to see what is hidden, to feel what
some one else felt, or to love Algebra when he

thought he hated it, is the kind, we believe, that is wanted, the kind that likes his profession, and the kind that always meets with success.

OCTOBER 12 of this year will be the four hundredth anniversary of the discovery of America by Columbus. In furtherance of the plans that have been proposed for local celebration on that day, the Executive Committee of the Public School Celebration has sent out an address to the pupils of the country, appealing to them to be the first to move.

If there is anything that is purely American, it is her system of public schools; that had its birth on American soil and in our own Commonwealth, and has been the first means of making our country what it is to-day. Every pupil and friend of education in the land ought to be in sympathy with this move, and nothing should prevent the pupils of every school from devoting this day to the celebration of four hundred years of work and prosperity of America's most beloved institution. The students and teachers of the B. S. N. S., in honor of her work and standing, should exert all efforts to make it a "Red Letter Day" in the history of the school.

THERE is an organization called the "Star Pansy Union of America" which purposes to secure the adoption by Congress of new national emblems in '93. For the national flower they would adopt the pansy, and alter the flag by placing the cluster of stars representing the States in the form of petals in the conventionalized pansy, employing for the body of the staff the form of a straightened rattlesnake, "the emblem of wisdom and war," and for the head of the staff an acorn, "the emblem of greatness in littleness, of strength in weakness, of life in death."

NOTWITHSTANDING the exhortations that have been made, we have failed to notice any appreciable result and conclude that our friends still neglect to invoke the Muse.

THE TEACHER'S PERSONALITY.

THE teacher's work is the education of the children under his charge; and in using the term education, we mean more than presenting facts, supplying information, interesting the pupil

in his work, or all of these. We mean the training of the man rather than the mind; the development of all that is highest in his nature. The teacher must, indeed, present facts, supply information, and arouse interest; but this is not all, and with a true teacher, not the best of his work.

How often, in trying to give expression to some thought that fills the mind, we find that there is more than can be put into words; something for which there is no verbal expression. So in reading, one gets much more than the words express. Some one has said that the best, or worst, part of a book is not what it says, but what it suggests. So with a teacher. The best part of a teacher's work may be unconscious influence exerted by his own personality; or, while successful as far as the acquisition of knowledge is concerned, he may more than offset this by his influence for evil.

Of all the different ways in which this influence may be brought to bear on the pupil, none are under the teacher's immediate control, as it expresses the real quality of his manhood, the sum of all he has been and is.

Perhaps no more decided influence is exercised, than that which comes through the voice; and this is more under our control than most other means of influence; still, when we least expect, our voices indicate our spirit. I have known teachers, after years of cultivation of the voice, to repeatedly rouse all the latent opposition of the class by the spirit of unreasonableness and faultfinding expressed in the voice in unguarded moments. On the other hand, I have known persons, naturally blunt and plain-spoken, who could take all the ill-temper or opposition out of a pupil, simply by the hearty good-will expressed in the voice.

The temper is an important element in this connection. One who is fretful, peevish, or ill-tempered, must have an evil influence on the disposition of children in his charge; while one who is kind, self-possessed, and genial, cannot fail to instill some of his own disposition into the children.

The face is the great index of the character and spirit of the life, and the pupil instinctively reads and is influenced by it. Let a teacher come before his school day after day, with the stamp of self-indulgence, vice, or vulgarity on his face, and the school receives a debasing influence from it;

while a face that shows purity of life, nobleness of aim, strength of character, is a source of inspiration, an incentive to better living, to all who come under its influence.

The general manners and bearing of a teacher have a very marked effect on the school. In this respect teachers differ greatly. One has an easy, self-reliant air; takes hold of affairs with a cheerful, business-like manner; and inspires the same spirit of self-reliance in his pupils. The assurance and apparent ease with which he does this leaves no temptation to insubordination; and the pupil, without realizing it, develops character.

On the other hand, when a teacher shows a lack of confidence in himself, an appearance as if he did not know just what to do, or a fear that he will not succeed, the pupil naturally feels contempt for the weakness, and makes up his mind the teacher shall not succeed.

All these things are beyond the teacher's immediate control; they are the result, not of the present intention, but of the personality, the inmost character, of the teacher; they are not the result of accident, but the necessary outgrowth of his life.

One who can teach along these lines works especially with the imagination, the fancy of the pupil; he deals with ideals, and "teaches with looks, motives, heart-beats, and spirit." Such a teacher must be truly successful.

If there is so much of educational influence in the power of personality, can every teacher acquire the power? The nature and source of the influence must decide the question.

It is the expression of the teacher's true self, the result of all his growth, and is expressed unconsciously and continually. He cannot detect the nature of it by watching himself, yet it is sure; the pupil does not analyze it, yet he receives it, and it becomes a part of his heritage.

The only way to acquire such an influence, is to lay the foundation for such a character, the truly Christian character, and develop it. "To breathe magnanimity, we must be magnanimous." Therefore cultivate in yourself the character you would wish to see reproduced in others. Then success is yours.

L. A. C.

—'91. Miss Stella Cotton is teaching the first grade Primary in the Morse School of Cambridge.

NORTHFIELD SEMINARY.

IN 1879, Mr. D. L. Moody and some of his friends founded a Seminary for young ladies in the little town of Northfield, Mass., Mr. Moody's birthplace and home. The school was named from the town, Northfield Seminary.

The town is well situated for such an institution. Coming into it on the New London and Northern Railroad, one stops at the little depot and may ride through the one long, main street, past the homes of Dr. George Pentecost and Prof. D. B. Towner, to Mr. Moody's, just beyond which are the Seminary grounds. Here and there one has a view of the Connecticut River winding through the town and all around are beautiful hills. Brattleboro, Vt., and Greenfield, Mass. are each twelve miles from here.

The beginning of the school was very small. Mr. Moody found in his evangelistic work that there were many girls who earnestly desired an education but were unable to attend any college. He wished to found a school for this class. So with the aid of friends, he built a hall for recitations, and as he was going away, left his house as a home for twenty girls.

The school has been a success from the first and has grown rapidly. No one expected when it was started that it would ever reach its present size. Now, the Seminary grounds contain nearly three hundred acres, and eight buildings are occupied as homes for the girls. A large Recitation Hall has been built and a pretty and well furnished library, containing nearly five thousand volumes, has been given by Mr. James Talcott.

Recitation Hall is built of stone and is well adapted for its uses. The first floor is occupied by several class rooms in which all the recitations are heard. The larger part of the second floor is a large chapel, in which the school meets every morning, for devotional exercises. On either side of this room is a laboratory and the three rooms can easily be made into one large audience room for concerts, lectures, and the like.

The buildings used as homes vary in size, Marquand Hall the largest, accommodating eighty, East Hall sixty and so on the smallest holding only twenty. The rooms are well furnished, convenient and comfortable. Each hall is under the special control of a teacher and a matron.

The school is divided into six classes: Seniors, Senior Middles, Junior Middles, Juniors, Second and First Preparatories. Three courses of study are taken, the general, the English and the college preparatory.

The members of the faculty are mostly graduates from Wellesley and Mount Holyoke. Miss Evelyn S. Hall has been the principal since 1883 and Miss Adeline F. Pettee, assistant principal since 1884. The other members of the faculty are twenty-one teachers, a secretary, a cashier and a trained nurse.

A very pretty little lake, called Wanamaker is included in the Seminary grounds and is much used for boating and skating. Many of the girls play tennis and various courts adorn the grounds.

The hour for rising is half past six and from seven until half past is spent in silent time for devotions. Breakfast immediately follows; then at nine the school meets in the chapel at Stone Hall for prayers. Recitations occupy the time until half past twelve and dinner is served fifteen minutes later. Afternoon recitations are from quarter past two until half past four. From this time until six, all are taking their recreation. At six the girls gather again in the dining rooms for tea; then from seven until ten minutes of nine is the evening study hour followed by fifteen minutes silent time and at half past nine the lights are out.

During the year many prominent speakers visit the school giving the students many profitable and enjoyable addresses. In the summer vacation the buildings are filled with people attending the conferences which have become widely known.

A school for boys, very similar to this in its founding, growth and principles, called the Mt. Hermon school was founded by Mr. Moody in 1881. It is located in the town of Gill, four miles from Northfield and on the other side of the Connecticut river. The buildings of this school and the Seminary together are valued at half a million dollars. Here games and sports are much engaged in, bicycle riding, base-ball and foot-ball being very popular.

The two schools attend the Congregational church at Northfield together, excepting in mid-winter when meetings are held at Mt. Hermon for its students, the members of the Seminary still attending the church.

This is only a glimpse of school life in picturesque Northfield. Nearly every girl leaves it with deep regret and throughout the rest of her life looks back upon the happy years spent there as the time when she received her deepest impressions of what a girl may be and do. E. R.

ATTRACTIVE SPOTS ON THE NEW ENGLAND COAST.

HOW few of us realize the beauty of our rugged New England coast! Every year the steamers are crowded with students, merchants, pleasure parties, and whole families, en route for Europe seeking new scenes which shall please and instruct. Is it necessary that we leave our own country to find the beautiful and sublime in nature? I am sure it is not. Those abrupt, dangerous reefs and half submerged islands of the New England coast are worthy of the admiration of all.

Whittier recognized the peculiar charm of this sea-coast, as is shown in many of his poems. What could be more picturesque than his description of Mt. Desert Island?

"There gloomily against the sky,
The Dark Isles rear their summits high;
And Desert Rock, abrupt and bare,
Lifts its gray turrets in the air."

This is only one of many beautiful places on the Maine coast. Her sea-board has been since the discovery, a source of fear to mariners, but the lover of nature is amply repaid by a visit to her cliffs rising abruptly from the sea, with which they wage a never-ending battle, which results in the slow approach of the ocean, for in some of the softer parts of the cliffs, the waves have succeeded in hollowing out huge caverns, where the pebbly beach is strewn with feldspar and porphyry of which the rocks are for the most part composed. White Island, the most picturesque of the Isles of Shoals, was the home of Celia Leighton, whom we better know as Mrs. Celia Thaxter. Her love for these islands was always strong, and she often, when a child, trimmed and lighted the lamps for her father, who was the light-house keeper. In her story of the light-house she says, —

"I lit the lamps in the light-house tower,
For the sun dropped down and the day was dead;
They shone like a glorious clustered flower,
Two golden and five red."

Massachusetts is not without attractive resorts, especially for those for whom the legends of our early history have a charm. Marblehead although a sleepy town, is brimming over with stories of pirate bands, and her old church-yards furnish many a tale of adventure. Miss Larcom's sad story, "Hannah Binding Shoes," was suggested by the great loss of life which attended the fishing fleets, when Marblehead was a prosperous port.

What can I say about Newport? That city which has been likened in its bay, scenery, and delicious climate, to Italy. Its cliff walk high above the water and covered with a brilliant green carpet, its broken wall of rock, its beautiful residences and glorious bay, have been praised again and again, and not undeservedly. I have spoken of a very few of the beautiful places near us, and there are many more which possess charms not surpassed by European scenes.

"Love thou thy land, with love far-brought
From out the storied Past, and used
Within the Present, but transfused
Thro' future time by power of thought."

J. M. C.

THREE PICTURES.

THERE were three pictures, or rather, there was one picture and two copies. The original is a painting by a famous artist, the picture which brought him his fame. The second is an engraving of the first, the third a cheap lithograph.

It is simply a painting of a piece of woodland with the soft, green turf underneath, the beckoning trees and the misty blue above. But a critic looked at it one day and it came to him like a memory. All that day he saw the trees, the sky, and the woodland turf and when he wrote his comments that night he forgot to be severe upon that picture. When the patrons of the exhibition read his criticism in next morning's paper, they discovered that they had thought the picture wonderful for a long time, and so it became famous.

A rich man came and looked at it with his little daughter by his side, and the child laughed, pulled his hand and called it pretty. And so the picture was bought and hung in the gallery of the city house and was shown to visitors to be admired. And the little girl came sometimes to look at it and clapped her tiny hands.

Then the artist painted another picture and the critics fought over it and the first was forgotten. The engraving lay on the counter with many others and was turned over by many careless hands. But finally some one bought it and took it away.

The lithograph hung in a window in the poorer part of the city and the school children stopped to look at it sometimes as they went by. One night a man with face and hands blackened by his day's work stopped before it. To him too, it brought memories of green fields, of birds' songs, and flowers and he said,—"I will get it for the boy." The picture was wrapped up, then, and taken away.

It went with the man through the narrow city streets, into the dingy tenement house, up the long flights of stairs, and into the bare rooms. It saw the quick rush of a tiny figure and heard the glad cry: "Papa, papa." It saw the child caught up in the strong arms throw his arms about his father's neck and press his smooth white cheek against the roughened, sooty one. Then the picture was untied to be shown to the mother; and the child, because she smiled, put his hands behind him with a grave little nod of approval as he was lifted to view it.

The man made it a cheap wooden frame and hung it opposite the window, so that now and then it caught a glimpse of the narrow strip of sky above.

The child grew older and a dreamy look began to come into his eyes. He gazed oftener at the picture and sky and began to make rude copies of the waving tree branches.

The artist who painted the picture has long ago forgotten it and he in turn has been forgotten by its critics.

Another picture is famous now. A picture of the city's lower life and poorer children and the crowds who see it would find no connection between the two even if they remembered. But in the studio of the now famous artist hangs a lithograph in a cheap wooden frame and under it are written two words,—"My inspiration." He has not forgotten.

E. F. A.

—'90. Miss Mamie Hadley, who has been ill since December, is now the principal's assistant in a Grammar School in No. Abington.

BASE BALL.

THE B. N. S. base ball club began the season by defeating the Rovers of Middleboro 20 to 8. Base hits and errors were plentiful. Carroll played well for the B. N. S. and LeBaron for the Rovers.

May 7th the English High School team came to Bridgewater and played a very exciting game with the B. N. S. But eight innings were played. E. H. S. made the winning run with none out. Both first basemen fielded their positions finely. The score:

ENGLISH HIGH SCHOOL.

	A.B.	R.	B.H.	T.B.	P.O.	A.	E.
Clarke, l. f.....	4	0	0	0	0	0	0
Lowry, c.....	4	1	1	1	6	4	3
Bullard, c. f.....	4	1	0	0	0	0	1
Selfridge, 2b.....	4	3	2	2	3	1	0
Ochs, 1b.....	4	3	0	0	11	1	1
Monahan, r. f.....	4	1	2	5	0	0	1
Dakin, p.....	3	0	0	0	1	16	1
Adams, 3b.....	3	1	0	0	3	1	3
Healy, s. s.....	4	2	1	1	0	1	0
Totals.....	34	12	6	9	24	24	10

B. N. S.

	A.B.	R.	B.H.	T.B.	P.O.	A.	E.
Paul, 3b.....	5	1	3	3	2	4	2
Harriman, p.....	4	0	0	0	0	7	1
Gardiner, c.....	4	1	1	1	5	2	2
Gormley, 1b.....	3	2	0	0	8	1	0
McGrath, l. f.....	4	2	2	2	0	0	2
Huchins, s. s.....	4	1	2	2	4	3	1
Carroll, 2b.....	3	0	0	0	1	1	2
Eldredge, c. f.....	3	2	0	0	0	0	0
Fallon, r. f.....	4	2	1	1	1	1	2
Totals.....	34	11	9	9	21	19	12

Innings..... 1 2 3 4 5 6 7 8 9
 E. H. S..... 0 2 3 4 0 0 2 1 —12
 B. N. S..... 0 7 0 0 1 2 1 0 —11
 Home run—Monahan. Sacrifice hits—Paul, Huchins.
 Stolen bases—Bullard, Healy, Paul (2), Harriman, Gardner (2), Gormley, Huchins, Carroll, Eldredge. First base on balls—Clarke, Adams, Gormley, Carroll, Eldredge. Struck out—Clarke (2), Ochs, Dakin (2), Paul, Gardiner, Gormley, McGrath, Carroll, Fallon (3). Umpire—E. L. King.

May 14th the B. N. S. played the Boston Latin School club, and delighted their supporters by neatly defeating them 5 to 3. The game was a fine one in every way, the batteries doing especially good work. Beal on third made several phenomenal catches. Harriman and Eldredge batted well,

while Carroll seemed to delight in stealing bases at every opportunity. The score:

B. N. S.

	A.B.	R.	B.H.	T.B.	P.O.	A.	E.
Paul, s.s.....	4	2	2	2	1	2	1
Harriman, p.....	4	1	2	2	0	13	1
Gardiner, c.....	4	0	1	1	6	0	0
Cholerton, 3b.....	4	0	0	0	0	0	0
McGrath, l.f.....	4	0	0	0	1	0	0
Carroll, 2b.....	3	2	0	0	3	1	0
Gormley, 1b.....	4	0	0	0	10	1	1
Eldredge, c.f.....	4	0	2	2	3	0	0
Packard, r.f.....	4	0	1	1	3	0	0
Totals.....	35	5	8	8	27	17	3

BOSTON LATIN SCHOOL.

	A.B.	R.	B.H.	T.B.	P.O.	A.	E.
Twombly, p.....	5	0	0	0	2	9	1
Rand, 2b.....	4	0	0	0	4	3	0
Katzman, s.s.....	3	0	0	0	1	0	0
Beale, 3b.....	4	0	0	0	7	1	1
Lewis, c.f.....	4	1	1	1	0	0	0
Rogers, c.....	3	1	2	3	1	7	0
Slattery, 1b.....	2	1	1	1	10	0	2
Parker, l.f.....	4	0	0	0	2	0	1
Duckworth, r.f.....	4	0	0	0	0	0	0
Totals.....	33	3	4	5	27	20	5

Innings..... 1 2 3 4 5 6 7 8 9
 B. N. S..... 2 0 1 1 0 1 0 0 0—5
 B. L. S..... 0 0 0 0 2 1 0 0 0—3

Two-base hit—Rogers. Sacrifice hits—Twombly, Parker. Stolen bases—Paul (2), Harriman, Gardiner, Carroll (3), Gormley, Packard, Katzman (3), Rogers. First base on balls—Carroll, Rand, Katzman (2), Beal, Rogers, Slattery (2). Struck out—Paul, Harriman, Carroll, Gormley (3), Packard. Umpire—E. L. King.

NOTES.

Two out of three.

What great base runners.

Hutchins is very lively at short.

There is need of more practice in fielding.

Capt. Gormley is covering first in A1 style.

B. L. S. won last year 7-6. "Revenge is sweet."

Harriman is pitching wonderful ball. An average of but six hits a game has been made off his delivery.

FLOTSAM AND JETSAM.

THE Omaha *H. S. Register* is one of the brightest papers we have. It deserves success. It is so devoted to the interests of the school it represents that the scissors editor can find nothing general to clip from it.

We wonder what the editor of the Worcester *Academy* said when he found that the printer had made him express "obligations" for his blessings.

The amount of "ads" which the *Vidette* carries without crowding its reading matter, ought to be an inspiration to tired business managers, who pore over refractory accounts, "till their heads are ant-hills of units and tens."

We wish our exchanges would devote a little space to showing how they obtain their articles. It is evident to every one who has had experience in such matters, that school papers have outgrown the embryo stage, and that a more systematic way must be had of obtaining contributions. The OFFERING commenced the discussion last month. Who will continue it?

The four teachers in the Union who get \$10,000 a year each are President Jordan, of the Stanford University, California; President Harper, of the new university at Chicago; Dr. James McAlister, president of Drexel Institute, Philadelphia, and Dr. James E. MacKenzie, principal of Lawrenceville School, New Jersey. *Exchange.*

When in my teens at college, then
I travel'd round with college 'men,'
But now, I seek my senile joys
By fooling round among the 'boys.'

University Magazine.

R. P. IRELAND.

FIRST ANNUAL REUNION OF SECTION B, CLASS OF '90.

SECTION B, Class of '90, B. S. N. S., held its first class reunion at Young's Hotel, Boston, Saturday, May 7, at 12.30 P. M., every member being present.

After a social gathering, one of Whipple's best was discussed, resulting in a unanimous verdict of "excellent."

At the business meeting which followed, the following officers were elected: President, Frank E. Gurney of Bridgewater; Secretary and Treasurer, Miss K. D. Jones of Waltham; Committee on arrangements for '93, Miss L. M. Snow of Brockton, Miss Eva E. Hall of Walpole, and Harlan P. Shaw of Bridgewater. It was voted to hold the Class Reunion annually.

After the business had been transacted, the following toasts, as given upon the toast-card, were

considered and a most lively and jolly time ensued, as bygone scenes were recalled and old tales told. "Toast-master—Frank E. Gurney; spoken at sea, off Young's, Ship Section B, from B. S. N. S. for Next World, D. M. Nickerson, Master—D. M. Nickerson; Cape Cod a Prospective Island—Etta L. Chapman; Section B, Our Past, Present, and Future—Henry W. Kirmayer; The Woman of the Future—Lehella M. Snow; The Gentlemen—Eva E. Hall; Should a Normal Marry?—Grace E. Andrews; Our Class Letter—S. Gertrude Leonard; The B. S. N. S., Our Alma Mater—Harlan P. Shaw; Our First—Katharine D. Jones.

Vive la Section B."

It was an exceedingly pleasant and profitable occasion, and proved a great inspiration to the members.

A RECIPE FOR A DAY.

Take a little dash of water cold,
And a little leaven of prayer,
Add a little bit of morning gold
Dissolved in the morning air.
Add to your meal some merriment,
And a thought for kith and kin;
And then, as your prime ingredient,
A plenty of work thrown in.
But spice it all with the essence of love,
And a little whiff of play:
Let a wise old book and a glance above
Complete the well-made day.

AMOS R. WELLS.
Boston Traveller.

A GIRL'S COMPOSITION ON BOYS.

THE following is from a "Girl's Composition on Boys:" Boys is men that have not got as big as their papas, and girls is young women that will be young ladies by and by. * * * Man was made before woman. When God looked at Adam He said to Himself, "Well, I guess I can do better than that if I try again," and then He made Eve. God liked Eve so much better than He did Adam that there has been more women in the world than men ever since. * * * Boys is a trouble. They is very wearing on everything but soap. * * * If I could have my way half the little boys in the world would be little girls and the other half would be dolls. * * * My papa is so nice to me that I guess he must have been a girl when he was a little boy. *Woman's Tribune.*

DEPARTMENTS.

HISTORY.

THE class in general history are making excellent use of the historical library in the new plan of work. Each member has at regular intervals special topics assigned him for investigation; these topics form together an outline of the development of historical institutions, political, legal, educational, scientific, and artistic. At an appointed time the student presents in carefully outlined form the results of his investigations on which are based the class discussions, and each day one has practice in reviewing the class on points made in the previous discussions. These outlines are kept in a prescribed form accompanied by maps and a list of authorities consulted.

This kind of work gives excellent practice in using a library for purposes of investigation, in preparing outlines for class use, in the discussion of the meaning of historical events as a part of a series, in the derivation of principles and laws, and in class drill. It also puts the history of education in its proper setting among other institutions and events, and the whole study becomes professional in its character.

SCIENCE.

IN several of the subjects students are pursuing special maximum lines of work, in microscopic manipulation and study, in outdoor study of birds and insects, in field work in mineralogy and geology, in laboratory work in geology, and in lines of supplementary reading on the above subjects. Full opportunity is given for those who have the time and ability to equip themselves in certain specialties. A new course in the preparation of chemicals and apparatus has been added to the Advanced Chemistry, also a course in descriptive Experimental Organic Chemistry to the four year junior work.

There is great interest in the Model School in the science lessons, the primary grades observing plants and animals, and the grammar grades studying building stones and metals.

RHETORIC.

A recent exercise in composition took the form of a class paper, the reading of which filled a recitation hour. The subjects, which were selected by the writers, included descriptions, dis-

cussions of current events, and educational topics. Although of necessity the articles were brief, an unusual directness and freshness of treatment was noticeable. The following extract from one of the editorials suggests the need of variety in composition work, particularly with younger pupils:—

“Among the pupils of almost any school, especially of the lower grades, certain distastes or dislikes for particular studies are very prevalent. Many of these dislikes are fancied ones; some few are real. But real or fancied, they are a great hindrance to both pupil and teacher, preventing the accomplishment of the best work.

The bugbear of composition writing is one of these dislikes, and is by no means the most common of them.**** This dislike ought to be and can be eradicated with a little help and direction by the teacher. Scholars must observe before they can make a comparison or an application in writing. In some schools the language work is on animals, which are brought into the schoolroom and observed by the children, who write the result of their observations in the form of a story. Pictures and natural objects of all kinds may be used in the same way.**** Composition work is but a means to an end, and if rightly treated is one of the most beneficial helps in preparation for future work.”

INDUSTRIAL LABORATORY.

A new feature in this department is the introduction of this work into the upper grades of the Model School. The boys of the 7th and 8th grades, nineteen in number, go twice a week regularly to the Industrial laboratory, and as much oftener after school as they can persuade the instructor to allow them.

The interest and zeal with which the boys enter upon and carry out this work would be probably simply astonishing to some of the opponents of Manual Training. The pupils range in age from twelve years to sixteen; and they are taking very nearly the same course as is pursued by the Normal Students. The work requires close attention, accurate thought and persevering effort on the part of the pupils, and is developing in them already a noticeable degree of independence and confidence in their own ability, while at the same time it gives vent to their exuberant animal spir-

its, and diverts their executive ability and tendencies into productive channels.

This kind of work has its place in our common schools. It brings the pupils into closer sympathy with honest labor. It creates in them a respect for the skilled artisan and in some measure interprets the meaning of their industrial environment. It is a good preparation for laboratory work in Natural and Physical Science in the High School.

ADDITIONS TO LIBRARY, MAR. 1892.

Report of Commissioner of Education, 1888-9. 2 vols.

American Education in Art.

The Soldier in our Civil War. 2 vols.

Report of Secretary of Treasury—1890.

Gas in Foreign Countries.

Report of Consuls of U. S. 1891-2, 5 vols.

Report of Director of Physical Training, Boston, 1891.

India Rubber.

Influence of Netherlands on Am. Republic.

Taylor's Origin of Aryans.

Elementary Biology. Parker.

Zoöatomy. Parker.

Animal Intelligence. Romanes.

Draper's Medical Physics.

Fothergill's Maintenance of Health.

Keltic's Applied Geography.

Shaler's Story of our Continent.

Darwin's Orchids.

Phillip's English Literature. 2 vols.

Dowden's Studies in Literature.

Welsh's Digest of Eng. and Amer. Literature.

Irving's Sketch Book.

Whipple's American Literature.

Müller's Science of Thought, 2 vols.

Minto's Prose Literature.

Whitney's Life and Growth of Language.

A Naturalist's Rambles. C. C. Abbott.

Chemical and Geological Essays. Hunt.

Ruskin's True and Beautiful.

Ruskin's Modern Painters. 5 vols.

Hornaday's Taxidermy.

Richter's Inorganic Chemistry.

Montgomery's French History.

Fiske's Discovery of America. 2 vols.

Fiske's American Revolution. 2 vols.

Fiske's Beginnings of New England.

Gummere's Germanic Origins.

Prestwich's Geology. 2 vols.

Hazlitt's Works. 2 vols.

Familiar Quotations, Bartlett (new edition).

U. S. Coast Survey. 1890.

Spofford's Library of Choice Literature. 3 vols.

PERSONALS.

—The catalogues for 1892 are out.

—Miss Lizzie Doane is teaching in Milton.

—'88. Miss Mary J. Mayo is teaching in East Milton.

—Miss Ethelyn Nickerson has a position in Wellfleet.

—'90. Miss Angie Ellis has a position in Brockton.

—Miss Marion Pierce is assisting in one of the schools of Milton.

—Some very good photographs of the different classes have been taken.

—'90. Sec. B held a class reunion at Young's Hotel, Boston, May 7th.

—'94. Miss Henrietta Starrett will not return to school until September.

—'91. Miss Myra Mayo is teaching in a Grammar School in Whitonsville.

—Miss Fisher and Mr. Murdock taught at an Institute in Woburn, May 6th.

—Mrs. Bowler has been travelling in Mexico this winter and is now in California.

—Miss Alice Hubbard of the Ex-Junior class has left school on account of her health.

—Mr. A. G. Boyden spoke to the teachers of Everett at their monthly meeting May 9th.

—'91. Miss Eleanor A. Barbey has been appointed teacher in the Harvard Grammar, Cambridge.

—'92. Miss Nellie Ewell is teaching in Marshfield instead of Mansfield, as was announced in the last OFFERING.

—'86. Miss Pushee of the Morse School, Somerville, has been granted a leave of absence and is studying in Germany.

—The valedictorians are Mr. W. F. Eldredge for the Four Years' Course and Miss May L. Cobb for the Two Years'.

—Mr. Folsom, a photographer of Roxbury, has taken some very artistic views of the new building and Normal Hall. Photographs of the library, drawing room, one of the chemistry rooms, model

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school and assembly hall were also taken last month by Mr. Howard of Brockton for the illustration of the new catalogue.

—Among our visitors for the past two months, we have noticed Mr. Soule, Brockton; Miss Howland, East Bridgewater; Miss Schuyler and Miss Grant, Walpole; Miss Thompson and Mr. Kingman, Wollaston; Miss Worcester, Miss Eaton, Miss Margie Souther, Miss Perkins and Mr. Pollard, Quincy; Miss French, Waltham; Miss Cotton, Cambridge; Miss Brown, Millis; Miss Bates, Lincoln; Miss Briggs and Miss Christine Sayles, Adams; Miss Keith, Bridgewater; Mr. Reed, Amherst; Mr. Kirmayer, E. Marshfield; Mr. Moore, Mr. Whitford and Mr. Winship, Harvard College; Mr. Sears, Amherst College; Mr. Galger.

LOCALS.

—The Woman Teacher.

You can tell her by her manner when you meet her on the street,

For she walks as if she meant it, treading squarely on both feet.

If some friend should introduce you, you would know her by her talk,

Which is fully as decided as the manner of her walk.

She is versed in many matters and she always has a view

Which she clings to in a manner that would shame the strongest glue.

But she is so sweet and winsome, (this her anger will allay),
You could talk with her forever just to let her have her way.

—Wanted—Some one to love the River Darling.

—Wanted—A wise man to teach the Scilly Islands.

—Wanted—A hat to fit the head of the Missouri River.

—The plumage of the birds, fishes and reptiles of the tropics is very brilliant.

—Teacher—"How many in class know Caph?"

Pupil—"Not exactly, do you mean the animal?"

—What is the difference between firmness and obstinacy?

Firmness is a strong will, obstinacy, a strong won't.

—All persons wishing to locate *definitely* the axis of the visible horizon, may obtain information by applying to the male members of the Astronomy class.

—Teacher—"Define bank note."

Pupil—"Bank—the side of a stream. Note—to set down. Bank-note—to set down by the side of a stream."

—An ingenious boy in a Latin school not far distant, has produced the following:—

malo—I'd rather be

malo—In an apple-tree,

malo—Than a bad man

malo—In adversity.

—In a recent examination, some boys were asked to define certain words and then to use these words in sentences. Here are a few:

Frantic means *wild*. I picked some *frantic* flowers.

Athletic means *strong*. The vinegar was too *athletic* to use.

Tandem means *one behind another*. The boys sit *tandem* in school.

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TESTIMONIALS.

From M. M. MARBLE:—I wish once more to express my high appreciation of the excellent aid you have rendered me in obtaining the position (at New Haven, Conn.—salary \$1,500) which I desired. I am confident that no one could have done better, and feel myself under great obligations to you. Please accept my thanks.

From A. W. EDSON, Agent Mass., Board of Education:

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